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ABSTRACT

This quinmester course guide for grades seven through nine examines Latin America and the United States/Latin America relationship through the concept of stability as influenced by various social, economic, and political factors. The goals of the course are for the student to discover the diversity of backgrounds, aspirations, and customs of the states and regions of Latin America through historical and geographic data: to understand the struggle for stability and the variables that affect it; to apply that understanding to an analysis of actual events in Latin America; to examine the role of the United States with respect to Latin America and decide what it should be in the future; and to consider ways in which the United States might contribute to the development of Latin America and promotion of inter-American friendship. Suggestions for the implementation of these goals through student and classroom activities comprise the bulk of this course guide. A bibliography of resource materials -- texts, films, and filmstrips that are coordinated within the guide, as well as additional works on politics, individual countries, biography, and a miscellany of special interests -- concludes the guide. (JH)

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# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Social Studies: LATIN AMERICA - STRUGGLE FOR STABILITY

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6470.33

SO 007 445

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

# LATIN AMERICA: STRUGGLE FOR STABILITY

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by

Bonnie Cantera

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

# INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization or schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN ANALYSIS OF PAST AND PRESENT POLITICAL POWER STRUCTURE IN LATIN AMERICA. FOCUS IS ON STRONG MAN POLITICAL POWER AND INSTABILITY AND THE RELATIONSHIP OF NORTH AMERICA TO LATIN AMERICA.

CLUSTER: World Studies
GRADE LEVEL: 7 - 9
COURSE STATUS: Elective

INDICATORS OF SUCCESS: None

COURSE RATIONALE: The course is intended to provide the student with a framework from which to analyze the problems of stability in Latin America, and problems in developing areas in general. Through an understanding of the nature of Latin America and its problems, the student will recognize the need for creative, long term answers on the part of both the United States and Latin America to promoting peace and development in this hemisphere.

COURSE GOALS:

1. THROUGH THE USE OF HISTORICAL AND GEOGRAPHICAL DATA, THE STUDENT WILL DISCOVER LATIN AMERICA AS MANY REGIONAL AREAS MADE UP OF SEPARATE STATES WITH DIVERSE BACKGROUNDS, ASPIRATIONS, AND CUSTOMS.

2. THE STUDENT WILL RECOGNIZE WHAT IS MEANT BY THE STRUGGLE FOR STABILITY IN A GENERAL SENSE AND IDENTIFY THE VARIABLES WHICH AFFECT STABILITY IN NATIONS.

3. THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE VARIABLES INVOLVED IN THE STRUGGLE FOR STABILITY AND CITE EVIDENCE OF ATTEMPTS TO SOLVE THE PROBLEM IN THE DIFFERENT LATIN AMERICAN COUNTRIES.

4. THE STUDENT WILL EXAMINE THE ROLE OF THE UNITED STATES IN LATIN AMERICA AND DECIDE WHAT THAT ROLE SHOULD BE IN THE FUTURE.

5. THE STUDENT WILL SUGGEST WAYS IN WHICH THE UNITED STATES MIGHT CONTRIBUTE TO LATIN AMERICAN DEVELOPMENT AND PROMOTE INTER-AMERICAN FRIENDSHIP.

COURSE CONTENT OUTLINE:

I. Latin America: Geographical Areas

A. Comparative geography and underdevelopment

B. Influence of geography on history

C. Who are the Latin Americans?

1. Historical generalizations

2. Identity and integration

3. Traditional patterns

4. Customs and Diversity

II. What is meant by the "Struggle for Stability"?

A. Stability defined

B. Variables affecting stability

1. Economic development

2. Political patterns

3. Education

4. Population

5. National

6. Foreign influence

7. Religion

8. Social stratification

III. Stability in Latin America

A. The role of government

B. The role of the church

C. The role of the military

D. National Integration

1. Urbanization and the rise of a middle sector

2. Education

3. Nationalism

E. Economic Patterns

F. Case Studies of individual countries

G. Change

IV. What has been the role of the United States in Latin America?

A. Treaties and alliances

B. Current United States policy

V. What should be the foreign policy of the United States toward Latin America?

GOAL 1: THROUGH THE USE OF HISTORICAL AND GEOGRAPHICAL DATA, THE STUDENT WILL DISCOVER LATIN AMERICA AS MANY REGIONAL AREAS MADE UP OF SEPARATE STATES WITH DIVERSE BACKGROUNDS, ASPIRATIONS, AND CUSTOMS.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| WHAT ARE THE FACTORS THAT HAVE INFLUENCED THE DEVELOPMENT OF LATIN AMERICA?<br><br>NOTE: The Teacher's Guide and Key to Anglo-America Latin America, pp. M43-M85 has some excellent suggestions for activities which would enhance this quin, especially Goal 1. | A. Through the use of historical and geographical data, the student will discover Latin America as many regional areas made up of separate states with diverse backgrounds, aspirations, and customs. | LATIN AMERICA - A GEOGRAPHICAL AREA<br><br>1. Introduce Latin America as geographical areas by showing the filmstrip, How Has Geography Affected Latin America.<br><br>2. Each student should have an outline map of Latin America. The students should be asked to fill in their maps with information on location of mountain ranges, major river systems, countries and capitals, etc. In this way, the teacher will familiarize the students with the terms which will be used. The maps should be used during every class session to aid the student in identifying geography with history, politics, and development. A political map showing types of governments will be used as the course develops.<br><br>3. Using a large globe or wall map, ask the students to make certain inferences on the role they think geography played in Latin American development.<br><br>a. Point out the vast size of Brazil and the natural barriers which separate the country. Ask - "What countries would you think had the most influence on Brazilian development? What effect did the vastness of Brazil have on the development of the interior regions? Did the United States experience the same type of problems developing the West? Why or why not?<br><br>b. Which state of the United States is similar in size to Uruguay? Why do you think Uruguay did not become a part of Brazil or Argentina? |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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c. Ask the class to find out which countries are largely populated with Indians? Mestizos? African descendants? Europeans? Ask - "Why did this occur? What does this have to do with the development (economic and political) of these countries today? Is it a factor in development? Why or why not?"

d. Point out the major river systems of Latin America and ask - "How do they differ from the river systems of the United States? What role do rivers play in development?"

e. Compare the mountain ranges in the United States to those in Latin America. What effect have they had on national integration in Latin America?

f. What climatic area are most of the Latin American countries in? What effect has this had on development.

4. If a class set is available, ask the students to read Latin America by Frank Safford, pp. 6-30, Anglo-America Latin America, pp. 131-140, or any other text selection on geography. Ask:

a. What are some of the conditions that impede development in Latin America? What conditions did the United States have to overcome?

b. Why do you think that the people of the Latin American continent formed separate nations rather than a confederation, or one nation?

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| WHO ARE THE LATIN AMERICANS? | | 5. Show the film, Latin America - Its Countries.<br><br>6. Show the filmstrip, Who are the Latin Americans? Ask:<br><br>a. What are the various racial groups that populate Latin America?<br><br>b. What role has immigration played in the development of Latin America? Compare this to what you know about immigration to the United States.<br><br>7. Read Chapter 2 of Latin America, by R. Alexander or Safford, Latin America, pp. 69-86.<br><br>8. Show the film, Latin America - Its History, Economics, and Politics.<br><br>9. To show "diversity of customs" (see objective) give small groups of students individual countries to investigate sports, dress, food, religion, etc. Share this with the class.<br><br>10. Ask students to do reports on Latin American heroes such as Bolívar, O'Higgins, Sucre, San Martin, and others. Discuss the reports orally in class. Ask:<br><br>a. What type of backgrounds did these men come from and how would you compare them to Jefferson, Adams, Washington, etc.? |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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b. Do you think that the problems they faced were greater under the circumstances then the problems faced by these men?

c. In what way did Bolívar and San Martin contribute to the theory that Latin America split up into separate nations because of the diversity of its people?

11. Show the film, Símon Bolívar. How did the revolutions which took place in Latin America differ from the revolution which took place in the United States? Did the Wars of Independence in Latin America constitute or accompany a real revolution? What is a real revolution? Why did the decades following independence bring such problems of decline and chaos to most Latin American countries?

12. Read Safford, Latin America, pp. 31-50. Discuss the development of new Latin American political patterns which emerged after the War of Independence and cite examples of each pattern in the individual countries. The following list of patterns might be helpful.

    a. Caudillismo
    b. Personalism
    c. Federalism v. Centralism
    d. Oligarchy
    e. Monarchy
    f. Dictatorship
    g. Militarism

(If Safford is not available, use one of the suggested books in the bibliography.)

GOAL 2: THE STUDENT WILL RECOGNIZE WHAT IS MEANT BY THE STRUGGLE FOR STABILITY IN A GENERAL SENSE AND IDENTIFY THE VARIABLES WHICH AFFECT STABILITY IN NATIONS.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| WHAT IS MEANT BY THE STRUGGLE FOR STABILITY. | A. The student will recognize what is meant by the struggle for stability in a general sense and identify the variables which affect stability in nations. | 1. Students should separate into groups and elect a spokesman. Each group should discuss what stability means. Use the standard definition from a dictionary and apply the concept to what the students know of the Soviet Union, the United States, England, and other countries with which they are familiar. What are the characteristics of these stable countries? What kind of stability would not be desirable to the students as a way of life? What does stability have to do with change? How has the racial problem in the United States affected the stability of the country?<br><br>2. The teacher should discuss each of the variables and relate them to the various nations of Latin America. Prior to the discussion, the students should be asked to provide their own list of variables affecting stability to be added to the list in the outline.<br><br>Variables affecting stability:<br><br>a. Economic Development<br><br>b. Political Patterns<br><br>c. Education<br><br>d. Population<br><br>e. National Integration and Identity<br><br>f. Foreign Influence<br><br>g. Religion<br><br>h. Social Stratification |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| | | 3. Small groups of students should be asked to write hypotheses about the relationship of economic development, etc. to stability and defend in class. |

GOAL 3: THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE VARIABLES INVOLVED IN THE STRUGGLE FOR STABILITY AND CITE EVIDENCE OF ATTEMPTS TO SOLVE THE PROBLEM IN THE DIFFERENT LATIN AMERICAN COUNTRIES.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| HOW HAVE THE LATIN AMERICAN NATIONS ATTEMPTED TO ACHIEVE STABILITY? | A. The student will apply his knowledge of the variables involved in the struggle for stability and cite evidence attempts to solve the problem in the different Latin American countries. | 1. Show the filmstrip, Politics and Government, in the Latin America Today series, and ask:<br>a. From what you know of Latin America and the causes of instability in general, what would you say are the variables affecting stability in Latin America? Read pp. 51-66 in Alexander or pp. 31-50 in Safford or any appropriate text.<br>b. What are the historical origins of political centralism in Latin America and federalism in the United States? Why did most of the Latin American countries adapt federalism?<br>2. Show the filmstrip, What is the Role of the Church? Ask the students to write essays on the role of the church in Latin America today using the Readers Guide to Periodical Literature.<br>3. Show the filmstrip, What is the Role of the Military? Ask the students to make a list of the countries which are governed by the military. Ask:<br>a. What is the attitude of the people toward the military? How does it differ from our attitude toward the military in the United States? Why?<br>b. In which countries of Latin America does the military represent the voice of reform? The Reaction? What type of person becomes a member of the military in Latin America? Does the military represent an institution of social mobility in most of the countries? Which ones? |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| | | c. What effect has the military had on stability in the various countries of Latin America?<br><br>d. What did Governor Rockefeller have to say about the military governments in Latin America in his report to President Nixon? (see bibliography on foreign relations) Do you agree with his opinion? Why or why not?<br><br>4. Show the filmstrip, Village and Metropolis. Ask:<br><br>a. What are some of the causes for urban migration and what problems have been created by it?<br><br>b. What are the connections between population growth, migration to the cities, and land reform?<br><br>5. Show the filmstrip, The Challenge of Education. If the filmstrip is not available, ask the students to prepare essays on the role of education in development. If they review the filmstrip they should write summaries of it.<br><br>6. Show the filmstrip, Nationalism and National Integration. Define nationalism. Discuss the need for national integration and how it can be achieved. How has the Soviet Union in Latin America used nationalism to further its goals? What types of social movements in Latin America have turned their nationalism into anti-Americanism? What are the national goals common to most Latin American countries? |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| | | 7. Ask the students to read Safford, Latin America, pp. 51-68, or any selection on economics in the suggested reading. Ask:<br><br>a. What effects does unequal division of wealth have on economic development?<br><br>b. What are the latifundia? What measures have been taken to reform land ownership.<br><br>c. What is a monoculture? Why is the dependence of Latin American countries on the export of one product of raw materials so disadvantageous? What countries do not depend on raw material export?<br><br>d. What has been the role of foreign investment, in particular, United States investment in Latin America? Why do so many Latin Americans resent United States investment?<br><br>d. What is nationalization? Which countries have recently nationalized United States properties? Why? How has the United States reacted to the nationalization? Students should answer these questions using material from magazines and newspapers. Do you think that the United States has acted wisely in the individual cases?<br><br>8. The students should divide up into small groups. Ask each group to select a country of Latin America. Using the list of variable affecting stability as broad topics for research, the students will report on the individual countries and assess their stability in terms of previous conclusions and the variables. These reports should |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| | | be given orally in class.<br><br>9. Compare the countries discussed and attempt to formulate hypotheses on why Latin America has been lacking stability in the past, and whether it is stable now. Reference might be made to the recent Rockefeller Report. (see bibliography)<br><br>10. If available, the filmstrip, Reform and Revolution should be shown, Ask:<br><br>a. From what you have learned from the reports given in class and the film, what are some of the means for reform available to Latin America?<br><br>b. What chances do these reforms have of being carried out? |

GOAL 4: THE STUDENT WILL EXAMINE THE ROLE OF THE UNITED STATES IN LATIN AMERICA AND DECIDE WHAT THAT ROLE SHOULD BE IN THE FUTURE.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| WHAT HAS BEEN THE ROLE OF THE UNITED STATES IN LATIN AMERICA AND WHAT SHOULD BE THE ROLE OF THE UNITED STATES IN THIS AREA IN THE FUTURE? | A. The student will examine the role of the United States in Latin America and decide what that role should be in the future. The student will suggest ways in which the United States might contribute to stable development in Latin America and promote inter-American friendship. | 1. Show the filmstrip, Latin America and the United States. Ask:<br>a. What has been the traditional relationship between the United States and Latin America?<br>b. Why has this led to resentment on the part of many Latin Americans.<br>2. Have the class read Alexander, pp. 67-82 or any text covering United States - Latin American relations. Make a list of the treaties covering Latin America and the United States.<br>3. What circumstances led to the issuance of the Monroe Doctrine? What were its immediate and long range effects on Latin America and the United States? Examine the problem of Cuba in terms of the Monroe Dictrine. What circumstances made it unapplicable in the case of Cuba?<br>4. Why did the United States assume a new role toward Latin America after 1960? What was the Alliance for Progress? What have been the successes and failures of the Alliance?<br>5. Examine President Nixon's policy toward Latin America using his speech, A Strategy for Peace. This can be found in any number of periodicals. |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| | | 6. Ask a student to report to the class on Gerassi's, The Great Fear. Suggest ways in which the United States might promote better relations between the United States and Latin America. |

GOAL 5: THE STUDENT WILL SUGGEST WAYS IN WHICH THE UNITED STATES MIGHT CONTRIBUTE TO LATIN AMERICAN DEVELOPMENT AND PROMOTE INTER-AMERICAN FRIENDSHIP.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| WHAT ARE SOME OF THE WAYS THE UNITED STATES MIGHT CONTRIBUTE TO LATIN AMERICAN DEVELOPMENT AND FRIENDSHIP? | A. The student will suggest ways the United States might contribute to Latin American development and promote inter-American friendship. | 1. Draft a policy statement on future United States policy toward Latin America as a class. Include the following:<br>a. The policy of the United States toward the new government of Chile.<br>b. The policy of the United States toward right-oriented dictatorships.<br>c. Trade policies<br>d. Foreign aid, what kind? How much? When? How administered?<br>e. Nationalization<br>f. Military aid<br>g. United States policy toward Cuba<br>h. Education<br>i. Inter-American understanding<br>2. Several students might design a simulation game, the theme of which would be Latin America and the United States.<br>3. Invi[illegible]ntative of a Latin American Consul or a Lat[illegible] nation to discuss his nation in Latin Americ[illegible] its relationship to the United States. The student will be able to utilize his learnings from this |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
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| | | quin for discussion. Perhaps they may pose some of their suggestions developed for this goal and elicit a response from the quest speaker. |

SUGGESTED TEXTUAL MATERIALS:

Alexander, Robert J. Latin America. New York: Scholastic World Multi-Text, 1969.

Safford, Frank. Latin America - A Culture Area in Perspective. New York: Allyn and Bacon, Inc., 1970.

Stravrianos, Leften S. ed. Readings in World History. New York: Allyn and Bacon, Inc., 1970.

Webb, Kempton E., et al. Anglo-America Latin America. New York: W. H. Sadlier, Inc., 1969.
(State adopted and includes Teacher's Guide)

| FILMS: Available through Lindsey Hopkins | Dade County Number |
|---|---|
| Amazon Family. IFF, 19 min. C. | 1-12343 |
| Amazon, The People and the Resources of Northern Brazil. EBEC. 20 min. | 1-12900 |
| Ancient New World. Churchill. 16 min., | 1-12192 |
| Andes, Chile's Barrier. Hollywood Film. 11 min.. | 1-05019 |
| Argentina. McGraw Hill. 16 min. | 1-12332 |
| Latin America - Its History, Economy, and Politics. McGraw Hill. 33 min. 33 min. B&W | 1-131147. |
| Latin America - Its Countries. McGraw Hill, 26 min. B&W | 1-31145 |
| Mexico's Heritage. Paul Hoefler, 17 min. | 1-12195 |
| Peron, Eva. Wolper. 26 min. B&W | 1-31558 |
| The Rude Awakening - Brazil. Part 1 and 2. McGraw Hill. 54 min. B&W and 54 min. B&W | 1-3115 (Part 1)<br>1-31153 (Part 2) |
| South American Liberator - Bolivar. Coronet. 11 min. | 1-05102 |

FILMSTRIPS: (To be ordered)

Latin America Today. Multi-Media Productions. MM90 Complete program of 11 sets (20 filmstrips, 10 LP records, teacher's manual) $200.00

Latin America Today (Cont'd)

1. How Has Geography Affected Latin America?
2. Latin America and the United States.
3. Nationalism and National Integration
4. Politics and Government
5. Reform and Revolution
6. The Challenge of Education
7. The Developing Nations
8. Village and Metropolis
9. What is the Role of the Church?
10. What is the Role of the Military?
11. Who are the Latin Americans?

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